Reproductive Health and Disease Prevention Curriculum

2023- 2024

Broward County Public Schools

First Grade

Creating Healthy Habits

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: First Grade, Lesson 1

TIME: 45 minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.1.CEH.1.2 –** Understand ways to prevent common communicable diseases.
- **HE.1.CEH.2.1 –** Recognize health consequences for not following rules.
- **HE.1.CEH.3.1 -** Help others to make positive health choices.
- **HE.1.PHC.4.2 -** Identify ways one can make a request to promote personal health.

LEARNING OBJECTIVE:

1. Students will identify why daily cleanliness is important for health.
2. Students will identify basic daily cleanliness habits and routines.
3. Students will identify the consequences of not maintaining healthy habits.
4. Students will identify a problem and whose problem it is.

LESSON MATERIALS:

- Paper
- Markers or Crayons

LESSON STEPS:

<u>Vocabulary</u>
Cleanliness – keeping your body free from dirt and germs
Grooming – activities we do to help our body and clothes stay neat and clean
Daily – every day of the week

GROUND RULES:

Note to teacher: *This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:*

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list <u>with</u> your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Ask the following questions –

1. Why do we brush our teeth? (To ensure our mouth is clean.)
2. Why is it important to stay neat and clean? (We want to look our best, feel good, and avoid germs.)
3. What happens if we touch too many germs? *(We might get sick.)*

Step 3: Explain to students - It is important to know what to use to stay neat and clean, how to do it, and when to do it. Ask: Do you know how to stay neat and clean? That's A LOT to know. Let's learn HOW to do these things and WHEN to do them.

Step 4: Using the Chart below to guide the discussion, you may use "Ask and Response" techniques to get the children to tell the class the important things to do (How) for each activity and the frequency (When) they should be done. As you are telling "How", you may act out each action and the students may act out the action also.

Healthy Habits Chart

What	How	When
General <u>Cleansing</u> Hands, face, and body	Use soap, warm water, and a washcloth to clean away all the dirt and germs. Use a hand towel or bath towel to dry completely so you don't get cold. Washing means **always** using soap, not just water.	Hands and face: before meals, after playing, using the restroom, and whenever necessary. Body: bath or shower once a day or at least every other day.
<u>Oral Care</u> Brushing teeth	Using only a pea-sized drop of toothpaste, brush teeth with short, gentle strokes, paying special attention to the gumline and hard-to-reach back teeth. Proper brushing should take a full TWO MINUTES.	BRUSH AT LEAST two times each day – in the morning after breakfast, and before going to bed. You should also brush after eating any sticky or sugary foods. For fresher breath, brush your TONGUE, too!
Flossing Teeth	Holding floss tightly between the thumb and index finger, slide floss up and down teeth, using clean sections of floss as you go from tooth to tooth.	Floss at least once daily. (Do this BEFORE brushing.)

- Ask: How often should you get a new toothbrush? (Every three months, or whenever it begins to show wear, and it's IMPORTANT to replace your toothbrush after you've had a cold, a sore throat or the flu, since bristles may collect germs that can lead to reinfection.)
- Ask: What should you do when you sneeze? (Cover your nose and mouth by sneezing into the inside of your elbow. This keeps your hands germ-free.)
- Ask: What should you do with dirty Kleenex (facial tissues)? (Throw them into a trash receptacle. NEVER leave used tissues lying around for somebody ELSE to pick up.)

Step 5: Problem Solving

1. Engage students in conversation and discussion- Say to students. Everyone has problems, but the first step to solving a problem is to say the problem and the next is to identify whose problem it is to solve. We can first say the problem by looking at a

situation and identifying what is wrong. Once you know the problem you can ask whose problem is it to solve.

2. Tell students you want them to think about some situations, then tell you what they think would be the best thing to do in each situation. They must say the problem and ask whose problem it is.

    - Ask: You go to a sleepover and forget your toothbrush. What is the Problem? The problem is you forgot your toothbrush. If you go to a sleepover and forget your toothbrush, is it your friend's problem to let you use their toothbrush? Should you borrow your friend's toothbrush? No, because you don't want to get their germs. You should NEVER share your toothbrush with anyone else! Whose problem is it? How do you solve it?

    - Ask: Your hands are dirty and you need to wash them. You go to the bathroom and there is no soap. What is the problem? The problem is no soap to clean your hands. Whose problem is it? How do you solve it? If you go to the bathroom and there is no soap to clean your hands, please ask an adult for soap.

    - Ask: You have a runny nose and need a tissue. What is the problem? You need a tissue to clean your nose. Whose problem is it? How do you solve it?

    - Ask: You have a runny nose and need a tissue. What is the problem? You need a tissue to clean your nose. Your friend gives you a used tissue. What is the problem? Whose problem is it? How do you solve it? If your friend offers you a dirty/used tissue you do not take it because you do not want to get more germs.

    - Ask: It is picture day at school and you don't have a brush, comb, or other personal hair item. What is the problem? Whose problem is it? How do you solve it? It is important not to share personal care items with other people. Head lice or other communicable diseases can easily be spread from person to person, particularly in group settings.

Step 6: Distribute paper and crayons/markers to students. Ask students to draw pictures of EVERYTHING they can think of that would happen if they never brushed their teeth.

Friendships

TEACHER'S NOTE/PREPARATION: Chart Paper or Board with the Heading "Good Friend Cake – Ingredients." Three chart paper sheets, each with one of the following word stems: I like it when my friend…It sometimes bothers me when my friend…A good way to let my friend know how I feel is…

TARGET GRADE: First Grade, Lesson 2

TIME: 45 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.1.R.2.4 -** Describe how individual actions can affect others.
- **HE.1.R.1.2 -** Describe the traits of being a good friend.
- **HE.1.PHC.4.2 –** Identify ways one can make request to promote personal health**.**

LEARNING OBJECTIVE:

1. Students will learn/be able to express their feelings in a processed, thought-out manner.
2. Students will learn how to be a good friend, and how to treat others with respect and kindness.
3. Teach grounding techniques to students; discuss ways they can calm themselves down before explaining their feelings about a subject/situation.

LESSON MATERIALS:

- Chart Paper/Board
- Markers
- Copies of the scenarios
- Homework: "Family Interview"

LESSON STEPS:

GROUND RULES

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- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
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- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the lesson by telling students that you would like to talk about friendships. Say, "Having a good friend can feel really good and being a good friend is very important, too. I'd like everyone to close their eyes for a moment and think about one friend you have that is not in this class. The friend can include a brother or sister, a cousin who is your friend, or someone else who is your friend. Try to picture your friend in your mind. Try to see your friend's face. Now I'd like you to think about a time you and your friend had a lot of fun together. What made it so much fun?" Allow students about a minute to think about these questions, then say: "OK, now open your eyes. Does anyone want to share with us what you did with your friend that was fun?" Have a few volunteers share their experiences.

STEP 3: After hearing from a few students, say "Now, I want you to think about what you like about your friend that makes it fun to be together." Give the students a few moments to think and then say "Does anyone want to share with the class what they like about their friend?" Ask for a few volunteers to share what they like about their friend. (Some responses may include: my friend is funny, my friend likes the same things I do, my friend is nice to me, my friend lives close by).

STEP 4: Next say, "So if we were baking a cake, what ingredients would we need?" Take a few responses and then ask, "So if there was no flour, could it still be a cake? What about no eggs? The answer is 'yes' to both since cakes, just like friends, come in a wide variety of flavors and types. So, what makes a good friend? If we were baking a 'Good Friend cake," what ingredients would we include?" On the top of the chart paper, or on the board reveal the heading: "Good Friend Cake" and under it: "Ingredients." As students call out ingredients

of a good friend, write them on the paper/board. (Responses may include: likes the same things as you; is nice to you; makes you laugh; always plays with you; listens to you; doesn't tease you or hurt your feelings on purpose; you can depend on them.)
Note to the Teacher: If students have a difficult time coming up with more than one or two, prompt them by asking "Does a good friend tease or hurt the feelings of their friend? Does a good friend try to make you feel better when you are sad?" etc.
After writing all students' suggestions say "This is a really strong recipe for a good friend."

Step 5: Say, "Friends usually make us very happy, and we have fun together. But sometimes problems can come up in a friendship. A friend may do something we don't like, we may do something that makes our friends mad or we might disagree with our friend about something." If our friend makes us mad or we disagree there are things we can do to calm ourselves so we can have a conversation with them. One thing we can do to calm ourselves is to take a deep breath.

Step 6: Let's practice taking deep breaths. Do the steps with the students as you list the steps. First, let's get comfortable. Now, let's try not to think about anything but breathing. If you feel comfortable you may close your eyes. Let's breathe in for 5 counts – 1, 2, 3, 4, 5. Good job. Now, breathe out for 5 counts – 1, 2, 3, 4, 5. Repeat 2 times. Now, open your eyes if you closed them. How do you feel? Allow the student to respond.

Step 7: Tell student deep breaths can be used to help them feel better. Ask students to share a time where you might feel upset and could use deep breaths to calm down (e.g. doing something hard, late for school, forgot your lunch, missed your favorite TV show, disagreement with friend, etc.). Then, model the deep breaths counting to 5 in and out.

Step 8: Show, one at a time, the incomplete sentences (below) on the board or chart paper. Ask for student volunteers to respond to the first sentence: "I like it when my friend..." Record their responses. Next, ask for new volunteers to complete the second sentence: "It sometimes bothers me when my friend…" Record responses. Then say "It is important to be able to tell a friend when we are happy or sad or annoyed or angry, especially if we feel bad because if we don't tell them and we keep it all bottled up inside it will make us feel even worse and our friend may not even know we are upset or angry. So, remembering the ingredients we said were important for a good friend, what are some good ways to share our feelings with a friend?" Ask students to finish the last sentence: "A good way to let my friend know how I feel is…" Record their responses.
Note to the Teacher: some responses to make sure to include if students don't are: be honest, try to say your feelings without hurting their feelings; make sure to say something, don't just ignore them or hold in your feelings; use your words; no put downs; if you are feeling good and want to give them a hug, ask them first.

- I like it when my friend…

Example: I like it when my friend brings me candy, calls me, plays with me.

- It sometimes bothers me when my friend…

Example: It sometimes bothers me when my friend teases me, only wants to play the games they want to play, ignores me when another friend is around.

- A good way to let my friend know how I feel is…

Example: A good way to let my friend know how I feel is to tell them nicely, to say it makes me sad or annoyed when you...

Step 9: Tell students you want to practice healthy ways to express feelings with friends. Ask for pairs of volunteers to react to different situations they may be in with a friend. Remind students that sometimes they may need to take a deep breath before speaking to a friend about a situation that made them mad, upset or sad.

Note to the Teacher: See attached scenarios.
If student volunteers get stuck, ask the class for suggestions of what the students could say to express their feelings to their friends. After each scenario ask the class, "How did (name of child) express their feelings to their friend in a healthy way?"

Note to the Teacher: In the time allotted, try to get through 2-4 scenarios each with different students so that as many as possible get a chance to participate. If there is more time, more scenarios can be used.

STEP 6: Tell students that to have a good friend it is important to be a good friend. It doesn't matter if you have a lot of friends or just one very good friend. Friends enjoy each other's company and look out for each other. Being a good friend is an important skill to develop throughout their whole lives.

ASSESSMENT: Step 4 is designed to assess Objective one and Step 5 is designed to assess Objective two.

HOMEWORK: Have students interview an adult family member (or older sibling) about a time when they were bothered by something their friend did or said and how they handled it, as well as suggestions they have for expressing feelings with friends in a healthy way.

SCENARIOS

Note: Use the actual names of students who are acting out each scenario when presenting them to the class. In each scenario, students should imagine that student A and student B are good friends. Ask participants to try to act out a good way to share their feelings with their friend.

1. Student A and student B meet at the corner and ride their bikes to school together every morning. Student B is almost always a few minutes late and this morning, student B is 10 minutes late, which means they will both likely be late to school.

2. During recess, student A and Student B are playing together. All of a sudden, student B sees another friend and runs over to talk to them leaving student A all alone.

3. Student B had borrowed a new Star Wars toy from student A and was supposed to bring it into school because student A needs it back. When student A asks for their toy, student B says they forgot to bring it in.

4. In class, Student B whispers a funny joke that makes student A laugh out loud and get into trouble from the teacher. When the teacher asked what was going on, student B denies doing anything.

5. During recess students decide to play a game and are choosing teams. Student B, who is a captain, is Student A's best friend but chooses someone else for their team.

6. During lunch time, student A gets up to throw something away and when they get back to their seat, student B has taken a big bite out of student A's cupcake without asking.

7. Student A and student B are trying to decide what to do. Student B really wants to play video games but they played video games the last two times they were together and Student A wants to do something different.

FAMILY INTERVIEW

Directions: Interview an adult member of your family about friendships.

1. Describe a time that you were bothered by something that a friend did or said:

2. How did you handle it?

3. Do you have any suggestions for expressing feelings with a friend in a healthy way? a.

b.

c.

Note to the Teacher: Some of the examples on the worksheet are intentionally vague to help students think about intention vs. outcome. This is a very abstract concept, so this version of the sheet will provide some suggestions for concretizing the discussion. Please note: the suggestions written in italics are guides for you as the instructor; they are not scripts to be read to the students.

	Teasing	Bullying	Is it Ever OK To Do This?
1) Pushing someone down	☐	☑	YES ☐ NO ☑

Some students will work to come up with examples of when it's okay – for example, to save someone from being hit by an object, or as part of playing a game or a particular sport, such as football. Nonetheless, explain that, generally speaking, when someone pushes someone down on purpose, it's bullying – and that means it's always wrong.

2) Taking something without permission and holding it out of that person's reach	☑	☑	YES ☐ NO ☑

Explain that the key here is taking something without permission. That is the first part of the bullying. Holding it out of the person's reach is teasing – sometimes friends might do this just as good-natured teasing and then give it back pretty quickly. But someone who holds it out of reach, plays catch with another person with that object, or otherwise makes the person who owns that thing feel anxious about not getting it back or it getting broken is teasing in a way that would be considered bullying – and that means it's always wrong.

3) Rhyming someone's name with another word, like "Matt the Brat"	☑	☐	YES ☑ NO ☐

Explain that this one was a tougher one, and that the main thing this depends on is whether Matt likes his nickname and uses it himself. Then it might be considered good-natured teasing and would be okay – IF it's okay with him. If, however, he doesn't like it and tells people to stop and they don't stop, that's when it's no longer good-natured teasing and becomes bullying. Then it's wrong.

	Teasing	Bullying	Is it Ever OK To Do This?
4) Tripping someone, even if they didn't fall	☑	☑	YES ☐ NO ☑

Students may push back on this a bit, especially male students, who are often socialized to rough house and trip each other as part of playing around. The main point to emphasize here is consent and whether someone gets hurt. If this is part of an ongoing friendship and both people do it, then it's neither teasing nor bullying. But if someone doesn't like it – or if someone gets hurt, even if they were okay with it – it needs to stop before someone gets hurt seriously.

5) Every day, ignoring someone who asks to play with you	☐	☑	YES ☐ NO ☑

This example is designed to help students understand that they do not need to make physical contact with someone in order for them to bully/feel bullied. Ignoring someone makes that person feel like they don't exist, and is very mean. Better to say, "We're already playing and we don't need another person" if you can't let that person in the game – or, even better, let the person play. But not responding, no matter how many times the person asks, is mean and would be considered bullying.

6) Pointing a finger very close to someone's face and saying "I'm not touching you!"	☑	☐	YES ☐ NO ☑

While this may not be considered as bad as actually physically hurting someone, this can make someone feel uncomfortable or unsafe. It's usually done to tease someone else, but when a person says they don't like it and the other person keeps doing it, it becomes bullying – and it's not okay.

7) Telling another person that they look dumb	☐	☑	YES ☐ NO ☑

Insulting someone's appearance is a bullying behavior. This would be a good time to remind students of the old saying, "If you don't have something nice to say, don't say anything at all." But laughing at or making fun of someone's appearance for any reason makes that person feel bad – and is never okay to do.

TEASING OR BULLYING?

Name: _____

Read each example. Is it teasing? Is it bullying? Or both? Is it ever okay to do it? Check the boxes that match how you feel about each.

	Teasing	Bullying	Is it Ever OK To Do This?	
1. Pushing someone down	☐	☐	YES ☐	NO ☐
2. Taking something without permission and holding it out of that person's reach	☐	☐	YES ☐	NO ☐
3. Rhyming someone's name with another word, like "Matt the Brat"	☐	☐	YES ☐	NO ☐
4. Tripping someone, even if they didn't fall	☐	☐	YES ☐	NO ☐
5. Every day, ignoring someone who asks to play with you	☐	☐	YES ☐	NO ☐
6. Pointing a finger very close to someone's face and saying "I'm not touching you!"	☐	☐	YES ☐	NO ☐
7. Telling another person that they look dumb	☐	☐	YES ☐	NO ☐

Bullying Is Never OK!

TEACHER'S NOTE/PREPARATION: Review the Teasing or Bullying? Teacher's Guide in preparation for discussing it with the students.

TARGET GRADE: First Grade, Lesson 3

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.1.PHC.1.5 –** Tell about behaviors that avoid or reduce health risks.
- **HE.1.R.1.2 –** Describe the traits of a good friend.
- **HE.1.CH.3.1 –** List healthy an unhealthy choices for personal health and safety.

LEARNING OBJECTIVE:

1. Define the terms "bullying" and "teasing."
2. Describe at least two differences between bullying and teasing.
3. Provide at least two reasons why bullying and teasing are wrong to do.
4. Explain how a person can be a bully to themselves, and bullying does not just involve being mean to someone else.
5. Define cyberbullying and the importance of keeping private information confidential.

LESSON MATERIALS:

- Markers to write on the board
- Worksheet: "Teasing or Bullying?"
- "Teasing or Bullying? Teacher's Resource"

LESSON STEPS:

GROUND RULES

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- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain that today you are going to be discussing the topic of bullying.
Write the word "bully" on the board and ask the students whether they've heard this term before. Ask them to imagine a person who had never heard the term "bully" before. Say, "How would you explain to that person what a bully is?" Some possible responses may include:

- "It's bullying if the other person doesn't like it, feels upset by it, or of its mean."
- "Teasing that isn't ok is when the other person is upset by it even if it isn't mean."
- "A bully is someone who hurts other people."
- "A bully is someone who says mean things to someone or about someone."
- "A bully is someone who makes fun of other people and makes them feel bad."
- "A bully might not hurt you, but they might hurt or steal your stuff."

As students share their responses, write key words on the board under the word "bully." For example, if someone shared the first statement above, write "hurts others" on the board.
Note to the Teacher: It is possible that a student could respond to your question, "How would you explain what a bully is?" by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.
Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.

- A person who bullies does it more than once. They do these means behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.

- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, post mean things about people on social media and more.

- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it.

Step 3: Say to the students, "Now that we have talked about bullying, let's talk about a different behavior: Teasing. Has anyone here ever been teased by another person?" After students raise their hands ask, "How does it feel to be teased?" Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn't bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don't share an example of times when teasing is good-natured/not mean, be sure to provide one.

Ask, "Is teasing similar to bullying, or are they totally different? How?"

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them. Say, "There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean – which would be considered bullying."

Step 4: Once you have heard a few responses, explain that you are going to give a few examples of behaviors. They need to think hard and then decide whether they think this is teasing, bullying or neither. Read to the class the examples from the worksheet, "Is this Bullying or Teasing?" Ask for students to raise their hand when the know the answer. Call on students who raise their hand. Using the "Teasing or Bullying? Teacher's Resource," go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, "What if this?" or "What if that?," adding details to the example. If that were to happen, start off by sticking with the example as written.

Step 5: Say to the students, "So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?" Probe for the fact that only one of

them had the potential to be okay – even though it also had the potential to become bullying. Ask, “So why is it wrong to bully – or even tease – someone?” Probe for the idea that bullying is hurtful, and it’s always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior.

Understanding Our Bodies – The Basics

TEACHER'S NOTE/PREPARATION: You will notice that this lesson refers to "girls" and "boys" and "male" and "female" when identifying body parts.

TARGET GRADE: First Grade, Lesson 4

TIME: 40 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.1.PHC.1.3 –** Identify the correct names of human body parts.

LEARNING OBJECTIVE:

1. Correctly identify at least three body parts of the female namely the nipples, vulva and anus.
2. Correctly identify at least three body parts of the male namely the nipples, penis and anus.
3. Describe why it is important for them to know the correct names for the genitals.

LESSON MATERIALS:

- Body Parts Diagrams/PowerPoint

LESSON STEPS:

GROUND RULES

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Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***

- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by saying, "Today we are going to talk about bodies, including parts that everyone has in common, parts that we have that are different, and parts that are usually covered when we are in public. Explain that it's also important that everyone with a body knows how their body works and how to take care of it so we can all be healthy.

Step 3**:** Ask the students to name body parts that most people have in common.

Note to the Teacher: Student answers might include most everyone has arms, legs, feet, fingers, head, eyes, mouth, etc. Some students may mention that not everyone has two arms, or all ten fingers, etc. Acknowledge this by saying that it is true that not everyone is exactly the same and everyone's body is fine just the way it is. But most people have two arms, ten fingers, etc.

Next, call out different parts of the body while asking students to point to that body part, such as eyes, nose, arms, legs, etc. Once students point to that body part have them tell you what that body part does, for example, eyes are for seeing, legs are for walking/running, noses are for smelling, etc. Then, ask students, "Even though we all have a nose, do all of our noses look exactly the same? Do all of our eyes or ears look exactly the same? We all have skin. Does all of our skin look exactly the same as each other's? Even though they do the same things, they can look very different. We each have our own special bodies. Just like some people don't have any hair and others have a lot of hair, and some people may have a lot of freckles or no freckles at all, we are all humans with bodies.

Step 4**:** Tell students: "There are some body parts that mostly just girls have and some parts that mostly just boys have. These body parts, which are usually covered by clothing or a bathing suit, are sometimes called private parts or genitals and today we want to make sure everyone knows the correct names for these parts and who has what body part."

Note to the Teacher: Make sure to include the diagram so students know where these parts are.

Direct students' attention to the diagram/PowerPoint. Explain that "During the summer, when some people go swimming, people generally wear bathing suits to cover their private parts. The mouth is not covered by a bathing suit but is also a private part. Explain that when we wash our bodies and go to the doctor for a check-up, it's important to know what

our body parts are and how to keep them healthy. Show the next diagram/PowerPoint saying, "Our bodies have lots of different parts like the head, chest, belly button, mouth, hand and leg. Let's look at some parts we don't often learn as much about." Show the diagram of the girl body. Point out and explain the following. "Most girls have a vulva, which is the name for the area between the legs. The vulva describes the whole area including the small hole where urine or pee comes out called the opening to the urethra, and the hole where a bowel movement, or poop, comes out is called the anus. Often girls wear a bathing suit that also covers their nipples on their chest "

Show the diagram of the boy body. Point out and explain the following, "Most boys have a penis between their legs which they use to urinate or 'pee.' Some boys have a foreskin, which is a piece of skin that covers the end of the penis and some boys do not. A boy also has a hole where a bowel movement, or poop, leaves the body called an anus, just like a girl. Boys also have nipples on their chest but they usually do not cover their nipples or chest when they are wearing a bathing suit. Both boys and girls have nipples.

Step 5: Explain that even if they use different names (slang) for these parts in their families, it is important to use the words learned just like we would for knee or elbow or any other body part. Ask students: "Why do you think it might be important for you to know the correct words for these body parts?"

Note to the Teacher: Some answers may include that people will know what you are talking about, that a lot of the slang words might not be nice. If students don't say it, explain that if a person's private parts began to hurt or a person was worried that something was wrong with their body.

It's really important to use the correct words so they can explain what they're feeling to a parent, trusted adult or a doctor or nurse. Tell students: "This is your body and you have a right to know what the different parts are called."

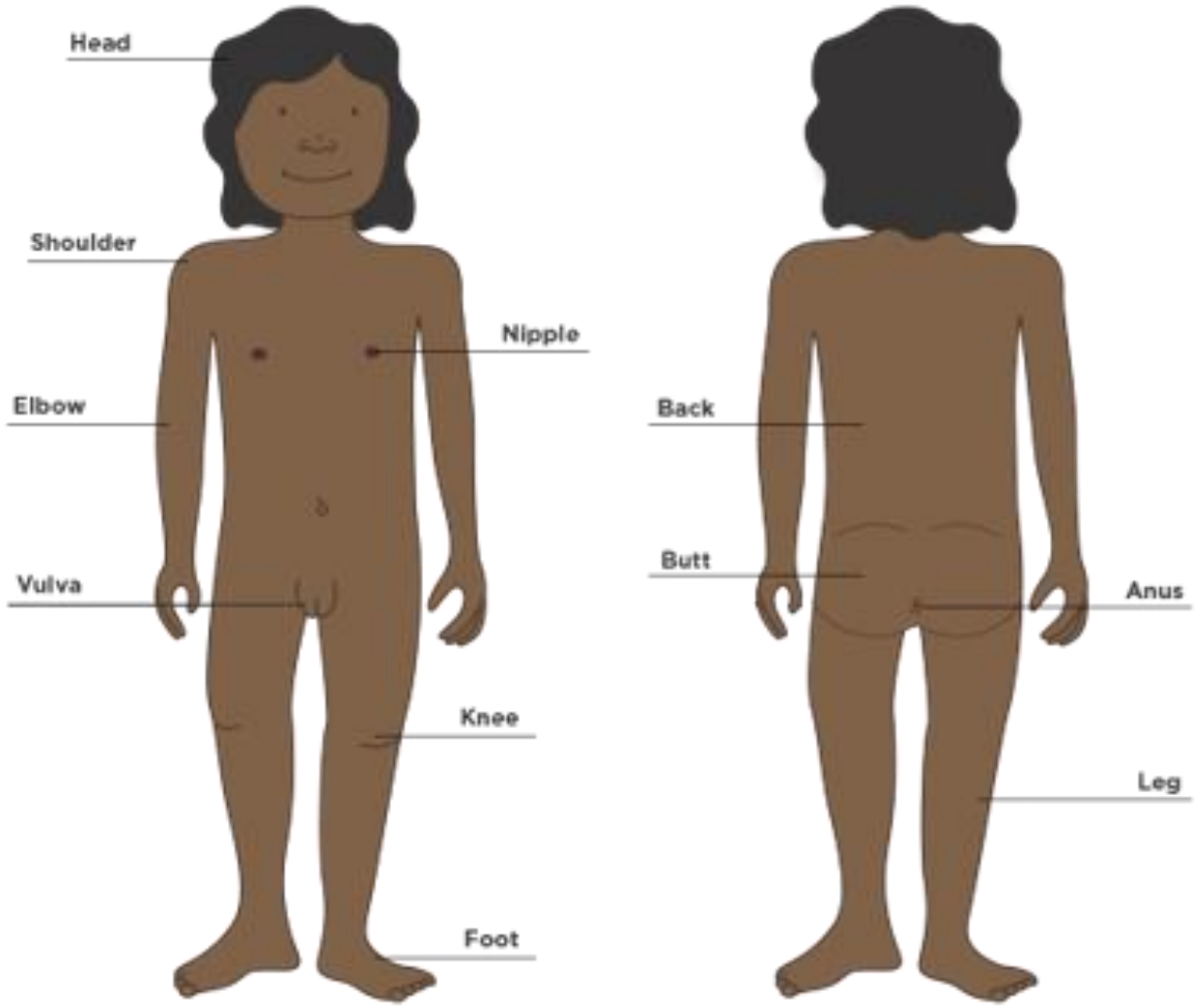
Step 6: Conclude the lesson by asking students "Can anyone tell me a body part that most girls have but not boys?" (vulva). "Can anyone tell me a body part that most boys have but not girls?" (penis). "Can anyone tell me a body part we learned about today that both boys and girls usually have?" (anus, nipples). Explain "Most people have a vulva or a penis but some people's bodies can be different. Your body is exactly what is right for you."

Understanding Our Bodies

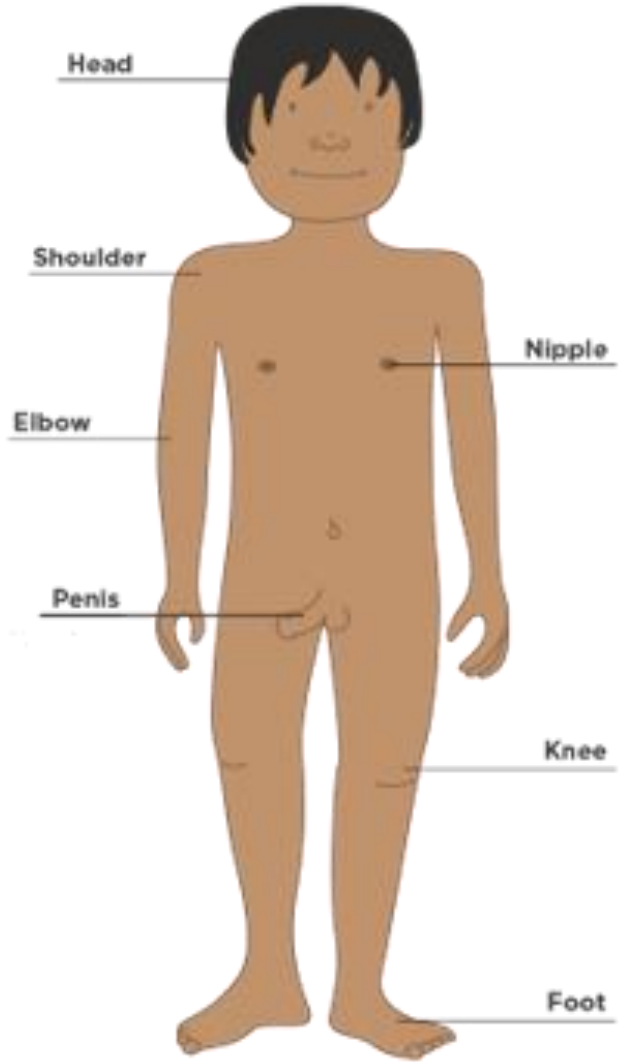
First Grade

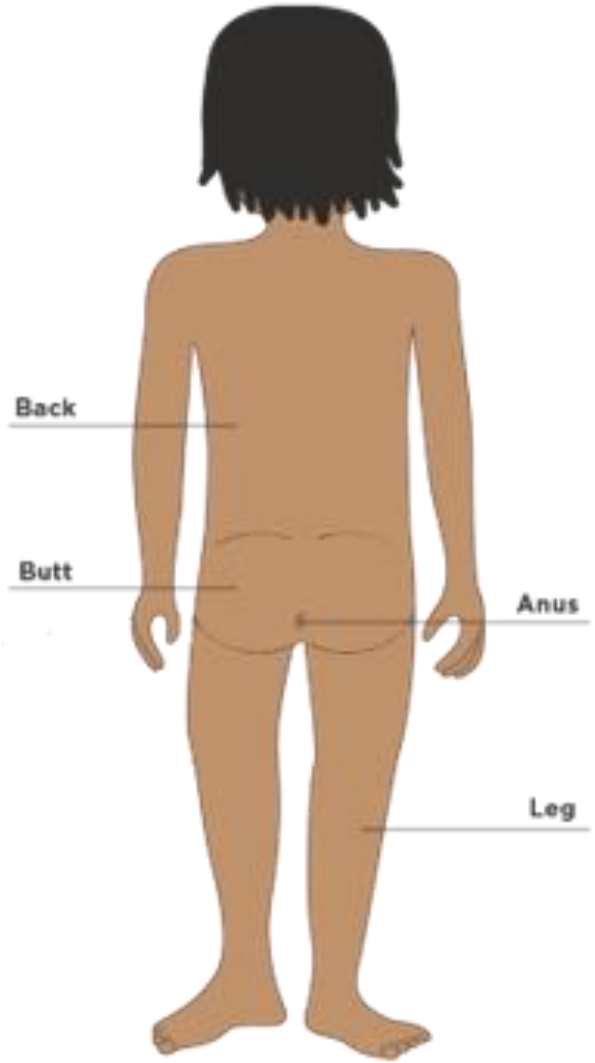
Private Parts

Girl's Body


Head
Shoulder
Nipple
Elbow
Vulva
Knee
Foot
Back
Butt
Anus
Leg

Boy's Body


Head
Shoulder
Nipple
Elbow
Penis
Knee
Foot


Back
Butt
Anus
Leg

My Body Is MY Body

TEACHER'S NOTE/PREPARATION: Tell the school counselor or social worker you will be teaching this lesson. Download the video at https://safeshare.tv/x/dkraVxm8If4 to your desktop sometime before class. If using butcher paper, put up the butcher paper on the wall around the room at a height that all students can reach it.

TARGET GRADE: First Grade, Lesson 5

TIME: 40 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.1.PHC.3.2-** Identify health options to personal health-related issues or problems.
- **HE.1.PHC.4 –** Describe appropriate responses to unwanted, unsafe and threatening situations.

LEARNING OBJECTIVE:

1. Define "sexual abuse", "consent", and "domestic violence".
2. Name at least three behaviors that could be considered sexual abuse that they would want to bring to a trusted adult's attention.
3. Identify at least one trusted adult they can go to with questions or concerns about sexual abuse.
4. Demonstrate ways to start a conversation when seeking help from a trusted adult about sexual abuse.

LESSON MATERIALS:

- Computer
- LCD projector
- Screen
- Speakers for sound
- Whiteboard or butcher paper
- Crayons or markers, one per student
- Homework: "Who Can You Trust?"

LESSON STEPS:

GROUND RULES

Note to teacher: This curriculum works best in classrooms where there's a mutual feeling of trust, safety, and comfort. Ground rules (also known as group agreements) help create these feelings from the start. Ground rules that work are:

- *appropriate for your student's age and developmental stage*
- *agreed upon by everyone*
- *well explained so that students are very clear about what's expected*
- *posted clearly in your classroom*
- *referred to at the beginning and throughout the unit*

Make your ground rules list <u>with</u> your class. The first six 6 in bold may work with your grade level.

Ground rules work better when students are involved in creating the list. The list doesn't have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students to remember. Some examples you can use as a guide are:

- ***no put-downs***
- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain to the students that you are going to be talking about a very serious topic in this lesson. We have a school counselor on-site to offer extra support if anyone needs it. Ask students whether anyone has ever heard the term "abuse" before? Write this word on the board. After students offer a few responses, say something like, "Abuse is when someone treats another person badly. That includes when someone touches you in a way that you know isn't right. This is different from someone hugging you when you don't want to be hugged. That's also wrong, and once you tell the person you don't want them to hug you, they shouldn't do it again. Go into the definition of 'consent' (ex. asking someone for permission before you go in for a hug, handshake, etc.)

But when you've told someone you don't want them to touch you and they keep doing it, that becomes abuse. And when someone touches your private body parts, like your chest, genitals or buttocks, that's called 'sexual abuse.'" Write the word "sexual" before the word "abuse" on the board.

Step 3: Say something like, "When someone touches you in a way you don't like, how do you make them stop doing that? Let's watch a video that'll give some ideas."

Play the video, "Shout, Run, Tell," **https://safeshare.tv/x/dkraVxm8If4** which is just under 2 minutes long. Once the video is over, ask the following questions:

- "We touch people all the time, and people touch us. We shouldn't touch another person without their permission, or consent. And no one should touch us without our permission or consent. This type of touch was different. Who remembers what some of the things are that we should tell a trusted adult about?"

  Probe for:
  - When someone touches us on our genitals, backside or chest
  - When someone tells us to touch their genitals, backside or chest
  - When someone touches us in a way that makes us feel uncomfortable in anyway, even if it's not those body parts.

- The video talked about our private body parts. Who remembers how you can remember what those body parts are? (**"Private body parts are covered by a bathing suit."**)

- Who can remember the three things the video said you should do if someone ever touches you on one of these body parts, or tells you to touch theirs? (Shout, Run, Tell) Have the students to repeat those three steps several times.

Step 4: Say something like, "Although everyone's different, shouting and running away are often the easier things to do in this moment. That's because our bodies react automatically when we think we're in danger. Telling a grown-up that someone's touched you in a way that made you feel uncomfortable sometimes feels harder to do. It shouldn't! Every child should feel they can talk with an adult they trust about sexual abuse. But first, we need to figure out who that person is!"

Tell the students you are going to give all of them a marker or crayon. When you say, "go," have them get up as they are able, and find a space at the butcher paper around the room (If your room has white boards around the room with enough space for all students to have a space and you have enough white board markers, you can use that instead).

Once students each have a spot, ask them to draw a picture of a grown-up in their lives who they trust. It can be someone at home, someone here at school, or someone else they know in the community. Once they've drawn the person, have them write who that person is (either Mr. so-and-so or my babysitter, etc.), as well as their own name.

NOTE TO THE TEACHER: If mobility is an issue for any students, have extra paper available and bring that to them so they can draw from their seats.

After about 5 minutes, encourage students to finish up and remind them to write the name of that person and their own name. After 2 more minutes, have everyone stop where they are, telling them it is okay if they didn't completely finish.

Ask students to move around the room and look at all the pictures their classmates have drawn. Once they have made their way around the entire room, ask them to return to their seats.

NOTE TO THE TEACHER: If any students are unable to move around the room and were given a sheet of paper to do their drawing, make sure the remaining students all visit their

desks and look at their drawing. Ask students then to share with any seated students whose picture they drew.

Once students are seated, ask:

- How did you decide who your trusted adult was? (Possible answers will vary, but may include, "Because it's my [mom/aunt/dad/uncle, etc.] and you can always trust your [adult]," "Because I talked to them before and they didn't get mad," or something else.)
- When you moved around the room, what did you notice in your friends' drawings? (Possible answers will vary, but may include, "Most people drew someone at school/home" or "Lots of people said Ms. [Name] from school is who they'd talk to," etc.).

Say, "The most important thing to remember is you all have at least one trusted adult in your life. That's the person you can go to if you're upset or have questions about anything – including if someone's touched you in a way that made you feel uncomfortable. If you couldn't think of someone, you can always come to me, or to [counselor's name], and we will always be here to help you."

Step 5: Ask students to remind you what the three steps are from the video. Explain that now that they've all figured out who a trusted adult in your life is, you're going to do an activity to practice doing the last step: "Tell."

Divide the class into pairs. Once they are in pairs, explain they are each going to be asked to pretend they're someone else. One person is going to pretend to be a young person about their age, and the other person is going to be a trusted adult. Tell them they will each get a chance to play each role, but they should each decide who is going to be the grown-up first, and who is going to be the young person.

Once they've decided, explain to the student playing the young person that they should pretend a different adult touched them in a way that made them feel uncomfortable. Tell the student pretending to be a trusted adult that they should respond to their partner in a way they think would make them feel good about coming to them. Explain that the pairs should have a conversation, not just state that this happened and then respond. Ask them to talk together until you have called time, about 2 minutes. Answer any questions, and ask them to get started.

After about a minute or two, or when most students are finished, ask students to stop where they are. Ask them to switch roles now, so the person who was the young person before is now the trusted adult, and the trusted adult is now the young person. Ask the student playing the young person to get things started by telling the trusted adult that someone touched them in a way that felt uncomfortable. Tell them they will again have about 2 minutes to have a conversation.

Step 6: After about 2 minutes, or when most of the students are done, call attention back to the front of the room. Process by asking the following questions:

- What was it like to do this? Was it easy to do? Uncomfortable?
- What was it like to pretend to be the young person? What was it like to pretend to be the trusted adult?
- When you were pretending to be the young person, what did the trusted adult do to make you feel comfortable talking with them?

After discussing these questions, say something like, "Sometimes, you'll go to a trusted adult to talk about something important and they'll say just the right thing to make you feel safe and okay. Sometimes, your trusted adult won't respond in a way that'll make you feel comfortable. If that happens, don't give up! Either go back to them and say, 'I really need to talk to you about this,' go to another trusted adult, or ask a friend who their trusted adult is and talk to that adult. No one should ever feel they need to keep sexual abuse a secret. There will always be an adult who will help you, even if it's not the first one you go to."

Thank the students for their hard work and maturity in talking about such a serious, important topic and close the lesson.

ASSESSMENT: Step 2 is designed to achieve Objective 1. Step 3 is designed to achieve Objective 2. Steps 2 and 5 and the homework are designed to achieve Objective 3. Steps 6 and 7 are designed to achieve Objective 4.

HOMEWORK: Have students complete the worksheet, "Who Can You Trust?" to hand in.

Homework: Who Can You Trust?

Name: _

Draw a picture of your home. Next to it, write the name of a grown-up at home you can trust!

Draw a picture of our school. Next to it, write the name of a grown-up at school you can trust!

Is there another adult you know well and trust? Draw a picture of them here! (Feel free to use the other side if you need more room!)

Gender Roles

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: First Grade, Lesson 6

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- **HE.1.PHC.2.1**: Identify how children learn health behaviors from family and friends.
- **HE.1.R.2.1:** Identify my role and responsibility in my familiy, community, and school.

LEARNING OBJECTIVE:

1. Name at least two ways that children of all genders are expected to behave.
2. Name at least two ways some people expect children to behave differently based on their gender.
3. Name at least three ways that other family, friends, media, society, or culture can influence how children of different genders think they should act.

LESSON MATERIALS:

- Markers
- A chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?"

LESSON STEPS:

GROUND RULES

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- ***no put-downs***

- ***respect each other***
- ***questions are welcome using the question box***
- ***listen when others are speaking***
- ***speak for yourself***
- ***respect personal boundaries***
- *no personal questions*
- *it's okay to pass*
- *use scientific terms for body parts and activities*
- *use inclusive language*
- *classroom discussions are confidential*
- *we will be sensitive to diversity, and be careful about making careless remarks*
- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Explain to students that you are going to talk about ways that people are expected to behave. Sometimes how you are expected to act can be different depending on whether you are in school, at home, at the playground, in the library, with your friends or other situations.

Ask: "What are some ways that children are expected to behave in school?"Note to the Teacher: Answers may include: friendly, respectfully, being good listeners, following teacher's directions, etc.

Then ask: "What are some ways that children are expected to behave outside with their friends?"
Note to the Teacher: Answers may include: running around, using loud outside voices, playing nicely, following playground rules, etc.

Next ask: "Are there some ways that people expect children to behave based on their gender? Gender usually means whether you are a boy or a girl."
Note to the Teacher: Answers may include: Boys are expected to run faster, to like sports, to play superhero; Girls are expected to like pink, to not run as fast; to like to play princess, etc.

Step 3: Ask students: "Does the job a person has, or what they wear mean the person is a man or woman?" (No) "Do the activities someone likes to do for fun or what they wear mean they are a boy or a girl?" (No)
Post a chart with two headings: "What do you need to bake a cake?" and "What do you need to play baseball?" Ask students to call out a list of what things someone would need to do each of these activities.
Note to the Teacher: Responses may be things like "hands to throw" under the "Play Baseball" list or "hands to stir" under the "Bake a Cake" list. Other responses may be "eyes to see," "others to play/work with," "directions or rules," etc. If student responses don't include body parts, ask them, "What body parts do you need to have?" Or "What does your body

need to be able to do?" Alternatively, if they don't mention equipment, ask: "What equipment do you need?" etc.

As students call out answers, record them under the appropriate heading.
Once the students are satisfied that they have included all of their ideas, read each item and ask: "Raise your hand if you have…" or "Raise your hand if you can use…" or "Raise your hand if you can…" depending on the item (e.g. "Raise your hand if you have hands to throw" or "Raise your hand if you can use a mixing spoon" or "Raise your hand if you can run." It is likely every child will raise their hands every time. Support students by acknowledging that all of them can do almost all of these things not just one gender or another. Point out how exciting it is to know that boys and girls can do all of these things and lots more.

Step 4: Ask the children to consider why it is that some people make decisions about what children can and can't do. Discuss that children and grown-ups have choices and may like to do all kinds of things. Ask what might make people not choose an activity that they might really like to do. For example, a girl playing football or a boy taking ballet class.
Note to the Teacher: If students are stuck, prompt them with some examples such as "What might make a boy decide not to play with a doll even though he wants to? What might make a girl decide not to play with a truck even though she wants to?"

Step 5**:** Ask students, "What are some things you can say to a friend who feels like they can't do or try something because it's not for their gender?"
Note to the Teacher: Encourage students to look at the list they made for the Playing Baseball/Baking a Cake activity for ideas.

Praise students for their hard work and great ideas. Close the lesson by asking "How could you support others in trying new things and participating in activities that some people may sometimes say are only for boys or only for girls?" Ask for volunteers to offer strategies. (Some responses might include: tell them that you think it's great; tell them that they shouldn't listen to what other people think; tell them that you will do it with them; tell them that there is no such thing as girl activities and boy activities, etc.)

The Circle of Life

TEACHER'S NOTE/PREPARATION:

TARGET GRADE: First Grade, Lesson 7

TIME: 30 Minutes

FLORIDA STANDARDS ALIGNMENT:

- HE.1.PHC.1.3 – Identify the correct names of human body parts.
- SC.1.1.16 – Heredity and Reproduction
- SC.1.L.14 - Organization and Development of Living Organisms

LEARNING OBJECTIVE:

1. Correctly define the term "reproduction."
2. Correctly differentiate between things in the world that do and do not reproduce.

LESSON MATERIALS:

- Handout: "Can This Make Babies?"
- "Can This Make Babies? Pictures"
- One copy of the Yes and No signs
- Masking tape
- A few identical pencils to use as example
- Small box of magic markers or crayons to use as example
- 1.7 Circle of Life PowerPoint
- projector and screen

LESSON STEPS:

GROUND RULES

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- *use scientific terms for body parts and activities*
- *use inclusive language*
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- *it's okay to have fun*

Step 1: Review Ground Rules with students.

Step 2: Introduce the topic by explaining that you will be talking today about reproduction. Ask the students, "What does it mean to reproduce something?" After hearing a few answers, say, "'reproduction' means to make something again, or to make a copy of it." Give, as an example, a handout you have used in class. Hold up an original and copy of a worksheet and explain that when you make copies of a sheet like this, you are reproducing that sheet. Explain that, for this to reproduce, you had to do something – you put it on the copy machine, pressed the buttons you needed to and the copy machine made copies. Say, "A photocopy machine can't, on its own, just make copies. That's because it's not alive."

Step 3: Say, "When someone has a baby, that's also called reproduction. Let's take a look at what this looks like." Distribute the worksheet, "Can This Make Babies?" to each student and ask them to complete it together. Be sure to have each student complete a sheet, and put their name at the top of the one they completed.

Step 4**:** After five minutes, tell the students you will go through the answers together. Holding up the pictures of both living things and inanimate objects one at a time, in the order in which they are listed on the worksheet, ask, "Can this make babies?" As the class calls out responses to each, stick the sheet up on the board under the "yes" or "no" sign. Once you have gone through all the sheets, ask the students what they notice about the lists, probing for the fact that all of the things listed beneath the "yes" sign are living things, and all the things on the "no" list are not. Tell them to check their sheets as they go along and make corrections as necessary.

Ask, "When it comes to living things, is there only one tree in the world, or are there many trees?" Show the first PowerPoint slide with pictures of different trees on them. When students say there are different kinds of trees, say, "Right. Trees can look really different, but they're still all trees. What about cats and dogs, is there only one kind of cat and only one

dog? Or are there many types of cats and dogs?" Show the next PowerPoint slide of different types of cats and dogs. Say, "Same thing– these all look super different, but they're all types of cats and dogs. But what about when dogs, cats and other animals reproduce?

Sometimes, they will be nearly exact copies – like these puppies, who were all born at the same time from the same mom" (show the slide with litters with the same-colored puppies). Say, "Sometimes, puppies can be born to the same mom but they will look a little different." Show the next slide with a picture of a diverse litter of puppies.

Explain that with some non-living things, what you will get will be exact copies. Hold up the small box of pencils and take out a few to show to the class. Say, "When you buy something like pencils, what comes in the box are all exact copies of each other." Hold up several markers or crayons of the same type, but different colors. Say, "Sometimes, you'll need things that are the same type of things, but have differences. These are all markers [crayons], but they're different colors. Now remind me, can these pencils and markers [crayons] reproduce on their own?" Validate the student responses when they all say "no."

Step 5: Let students know that living things can reproduce in a few different ways: some babies grow inside the person or animal and some babies come from laying an egg (continue PowerPoint to show pictures of baby birds and baby alligators being born from eggs). Ask whether anyone in the class knows where a baby grows inside the body when it is still a fetus. Continue PowerPoint to show image of human fetus growing in a uterus. Ask whether anyone knows the name of the body part in which the baby grows, being sure to explain that while it may look like the stomach, it's actually a different organ called the "uterus." Tell students that only female animals and people have a uterus.

ASSESSMENT: Although students will be working in pairs/small groups in the worksheet activity, teachers can ask each student to complete one individually, putting their names on them, and handing them in at the conclusion of class.

Reproduction

1st Grade, Lesson 7

The Circle of Life

Reproduction

Reproduction

Reproduction

Reproduction

Reproduction